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Advisory Council

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION



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10TH ANNUAL REPORT

1979

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MONTANA ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION

William A. Ball
Executive Director

Superintendent Georgia Rice
Office of Public Instruction
Capitol Building
Helena, MT 59601

Dear Superintendent Rice:

The Tenth Annual Report of the Montana Advisory Council for Vocational Education is hereby transmitted to the State Superintendent of Public Instruction, sole state agency for vocational education in Montana, for review and response. The report is also submitted to the U. S. Commissioner of Education and the National Advisory Council of Vocational Education as stipulated in The Vocational Education Act as amended in P. L. 94-482.

This report addresses the major items specified in the above mentioned Act. The report represents a considerable number of hours in planning, researching, reviewing, and summarizing data relative to vocational education in Montana. The recommendations submitted as a part of this report are those of a Council with a deep appreciation for and a widespread acquaintance with vocational education.

The Council wishes to commend the many individuals and groups that have supported the cause of vocational education in Montana and commits its efforts to a better system of vocational education delivery in the state and nation.

Sincerely,

GEORGE MCCALLUM
COUNCIL CHAIRMAN

GM/WB/jp

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FOREWORD

This is the Tenth Annual Report of the Montana Advisory Council for Vocational Education. It may be of interest and appropriate at this time to touch on some of the highlights of this ten year activity of the Council.

The Council was established by executive letter from the Governor of Montana in the early part of 1969. At that time, the membership consisted of 15 people appointed by the Governor. Over the ten year period, the Council membership has been increased to 29 and due to state legislative changes is now appointed by the State Superintendent of Public Instruction.

Subsequent federal law changes have significantly changed to role of the Council. In harmony with the emphasis placed upon vocational education to meet the needs of the disadvantaged, handicapped, and non-traditional student the Council has been challenged to give emphasis to these areas through representative Council membership and activity of the Council.

During the ten year period of time, the vocational education scene in Montana has seen significant change. The present postsecondary vocational technical center system in Montana was a very new fledgling concept in operation. The Constitution of the state was changed and education at the state policy level was assigned to two different boards replacing the previous single board for all of education. The new system provided by statute that vocational education was the responsibility of the Board of Public Education. Except for the vocational education effort, the Board was limited to K-12 grade levels. Subsequent state legislation has removed the policy and administration responsibilities for vocational education from the Board and placed it with the State Superintendent of Public Instruction.

From a minor budgetary item in the state budgeting system of 1967, the vocational education financial status has grown to one of considerable significance. State financial support has multiplied several times over the pre-1969 years. This has also stimulated increased effort at the local level to provide for vocational education. The federal effort, while valuable to the state, has not kept pace with the local and state financial efforts. However, it still maintains a strong influence on the growth and development of vocational education through rules and regulations attached to the federal funds provided.

Employment fluctuations, economic trends, school populations, war and peace time efforts have all had tremendous impact on the vocational education effort over the past ten years and will continue to carry a heavy influence as we enter the 1980 decade.

The Montana Advisory Council continues to dedicate its efforts toward the development and improvement of vocational education for future challenges and opportunities in the 80's.

This Tenth Annual Report is submitted with the commitment that vocational education has a vital role to play in the state, nation, and world.

ACKNOWLEDGMENTS

The Tenth Annual Report of the Montana Advisory Council for Vocational Education was made possible through the assistance of many agencies and individuals.

During the last part of the fiscal year, the responsibility for vocational education in Montana was transferred by legislative action from the Board of Public Education to the State Superintendent of Public Instruction. Thus, this report deals with two separate sole state agencies for vocational education. The Council is grateful to both agencies for assistance to the Council during this year of transition.

The Council would also like to express appreciation to the State Job Service, Governor's Employment and Training Council, State Occupational Information Coordination Committee, and the other offices of the several departments in state government, as well as the numerous schools and local advisory committees for their cooperation and assistance.

Special thanks go to the Advisory Council members with specific responsibility for this report. Without their assistance, this report would not have been possible.

PART I

EFFECTIVENESS OF MONTANA VOCATIONAL EDUCATION

The fiscal year 1979 State Plan for Vocational Education has a series of goals established under the separate headings addressed in the following paragraphs of this part. Because the goals are specifically established for the several different segments of vocational education, this section of the Council report will address the goals in a like manner.

Section A. Programs

Program Goals of the FY 1979 State Plan

1. Agriculture Education Goals.

- A. On-site evaluations will be conducted on 20% of the 73 secondary vocational agriculture programs and three postsecondary programs in the vocational-technical centers at Helena, Missoula, and Billings. The evaluations will be conducted with the cooperation of the Montana Advisory Council on Vocational Education and local advisory committee members.
- B. Upgrading of existing programs will be emphasized rather than new program development due to the shortage of qualified vocational agriculture teachers anticipated for fiscal year 1979, and since funding is not available to assist local educational agencies with high start-up costs. Teacher recruiting efforts will be expanded in cooperation with the Agricultural Education Department at Montana State University.
- C. All approved programs list an advisory council in their project applications. Efforts will be continued to broaden and strengthen the use of vocational agriculture advisory councils.
- D. Employment information necessary for sound agriculture program decisions is needed in the agribusiness segment. A research project to determine the employment needs of agribusiness will be conducted by the Agriculture Education Department of Montana State University during FY 1979.

- E. Continue the implementation of vocational agriculture education core curriculum.
- F. Develop and adopt standards for quality programs in vocational agriculture.

AGRICULTURE PROGRAMS AND ENROLLMENTS COMPARED*

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Secondary	69	5,168	71	4,863
Post-Sec.	4	104	4	106
Adult	2	42	NA	NA

* Information supplied by Office of Public Instruction.

NA = Not Available.

SACVE Comments on FY 79 Agriculture Education.

- a. Approximately 75% of the planned on-site evaluations were conducted. These were supplemented by 23 on-site visits by the agriculture consultant.*
- b. Upgrading activities were conducted through on-site visits by the coordinator, University staff, in-service workshops, and training seminars. Teacher recruitment was accomplished through a concentrated program of effort.*
- c. Efforts were made to expand and improve the development and use of local advisory committees. While some progress was made, more determined efforts to strengthen local advisory councils is needed.*
- d. The study to determine employment needs in agribusiness was completed during the year.*
- e. The competency based core curriculum for vo-ag was disseminated and a workshop conducted to assist in the implementation of the units.*
- f. The standards were adopted. They were developed in cooperation with the local practitioner which should enhance the acceptance of them at the local level.*

Agriculture programs at the secondary level for the year were increased by two over those planned. This is a commendable increase considering the extreme difficulty in obtaining qualified instructors.

The enrollment achieved was somewhat less than planned but did not constitute an extensive decrease. Although the total number of students in the program area decreased there was an increase in the number of females enrolled in the program. The number of females is small, however, (408) and indicates a continued need in the area to assist students to enter non-traditional instructional areas. Also, there is now information on the number of enrollments in agriculture training programs other than production agriculture. Data for future comparison of the development of this part of vocational agriculture education will be helpful.

2. Business and Office Education Goals.

- A. Team evaluation of 20 percent of the Business and Office Education programs is projected to be accomplished during FY 1979.
- B. Vocational approval for all Business and Office Education teachers is a goal for FY 1979.
- C. The Office Education Association is in need of further strengthening. Three chapters have been added to the postsecondary level: Helena and Billings Vocational-Technical Centers and the Great Falls Commercial College. It is hoped that student involvement at the secondary level will be increased through a proposed campaign emphasizing the purpose and importance of local OEA chapters.
- D. Initiate procedures toward the implementation of new standards for program approval.

**BUSINESS AND OFFICE EDUCATION PROGRAMS
AND ENROLLMENTS COMPARED***

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Secondary	80	2,310	81	2,242
Post-Sec.	19	1,542	19	1,344
Adult	11	387	NA	NA

* Information supplied by Office of Public Instruction.
NA = Not Available.

SACVE Comments on FY 79 Business and Office Education.

- a. *The goal to evaluate 20% of the programs was slightly exceeded and in addition the consultant made 23 informal evaluation/visits of programs.*
- b. *The goal was worked on but not accomplished. It will be continued in the following year.*

- c. *Membership statewide has increased by 100 students. One new chapter was added.*
- d. *The new standards have been adopted and implemented.*

Business and office education programs were conducted basically as planned, with the exception being in the area of adult programs. Financial constraints created the condition which reduced the capability of state and federal assistance to these programs.

Enrollments at the secondary and postsecondary levels show slight decreases which are consistent with all student populations statewide at these levels. This may be a situation with which we will be faced for the next few years. The male-female ratio enrollment in the business and office education programs is significantly improved over a year ago. Although not comparable this year, data is now available to provide more detailed information on the different areas of training within the entire business and office education program field.

3. Distributive Education Goals.

- A. A formal comprehensive team evaluation of 20 percent of the Distributive Education programs is projected for FY 79.
- B. Emphasis will be made on maintenance of quality in all existing Distributive Education programs.
- C. Regional workshops will be held for teacher-coordinators on establishment and utilization of local advisory councils.
- D. Encouragement of teacher coordinators to develop curriculum guidelines for maximum use of DECA chapter activities in aiding students to establish and attain their occupational goals.
- E. Initiate procedures leading toward the implementation of standards for program approval.

DISTRIBUTIVE EDUCATION PROGRAMS AND ENROLLMENTS COMPARED*

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Secondary	13	1,754	13	1,938
Post-Sec.	7	391	2	97
Adult	1	45	NA	NA

* Information supplied by Office of Public Instruction.

NA = Not Available.

SACVE Comments on FY 79 Distributive Education.

- a. The goal of evaluating 20% of the programs was reached. Informal evaluations were also conducted on seven other programs.*
- b. A distributive education audio-visual materials lab was funded to provide enrichment materials to the programs statewide.*
- c. Efforts of the consultant encouraged local teacher-coordinators to establish and utilize local advisory councils.*
- d. A workshop was conducted to assist teacher-coordinators in developing curriculum guidelines. An ongoing project will continue to expand this effort.*
- e. The goal has been met and exceeded as the standards were adopted and implemented.*

Distributive Education programs during FY 79 were maintained at the planned level for the secondary school programs. The postsecondary level, however, fell short of meeting the planned objective of seven programs. This apparently reflects the financial constraints placed upon budgets of the postsecondary centers during the year.

Enrollments were above those planned for the secondary level, but fell short at the postsecondary level as programs were not able to be implemented to the degree planned. In light of the occupational training potential of this program area, it is the Council's opinion that efforts should be made to reemphasize the planned programs that were not operational in FY 1979.

4. Health Occupations Education Goals.

- A.** The present Health Occupations Education program will be supported by providing part-time health occupations education consultative services.
- B.** A minimum of 20 percent of Health Occupations Education programs will be evaluated during fiscal year 1979.
- C.** The present Health Occupations Education division of Montana's VICA organization will be provided necessary information and support services.
- D.** Appropriate resources and direction will be provided by the Department of Vocational Education to the practical nurse educators so they will remain current in trends in nursing and a viable element in planning nursing delivery systems for Montana.

- E. Develop an improved process for the approval and certification of vocational education instructors.
- F. Initiate procedures for the implementation of new program standards.

HEALTH OCCUPATIONS EDUCATION PROGRAM AND ENROLLMENTS COMPARED*

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Secondary	3	95	3	73
Post-Sec.	12	669	10	557
Adult	4	132	NA	NA

* Information supplied by Office of Public Instruction.
NA = Not Available.

SACVE Comments on FY 79 Health Occupations Education.

- a. *The health occupations education program was provided some assistance through a contracted consultant on a part-time basis.*
- b. *During FY 79 no health programs were evaluated through the on-site team evaluation system. Because of the small number of programs in the state none were conducted at the schools scheduled for evaluation.*
- c. *Participating schools and chapters were provided services as necessary and were active in VICA.*
- d. *The goal was partially met through distribution of curriculum materials providing appropriate program topics for Montana Vocational Education Association meetings and some progress in the development of a curriculum project.*
- e. *This goal has been developed by the vocational education division and is being reviewed for final approval by the division of teacher certification.*
- f. *A first draft report was developed on the revised standards for secondary programs. The final approval of the standards was expected in December of 1979.*

Health Occupations Education is not a large program area in Montana with a total of only 13 programs and 630 enrollment. Most of the programs are carried out at the postsecondary level and basically cover Practical Nurse training. There was a slight decrease (2) in the number of programs

compared to those planned. Enrollments were over 100 less than planned in the areas reported. The adult programs were not funded because of financial restraints. Health services is a growing occupational area and demands more consideration to adequately serve both student and job needs.

5. Trade and Industrial Education Goals.

- A. Evaluate 20 percent of the Trade and Industrial programs.
- B. Develop program guidelines and procedures for approvable Industrial Arts programs; revise requirements for Trade and Industrial programs.
- C. Develop a curriculum guide for Trade and Industrial Education programs.
- D. Increase student participation in the Vocational Industrial Clubs of America by encouraging greater use of activities as an integral part of instruction.
- E. Develop inservice activities for postsecondary instructors and continue regional industrial education meetings.
- F. Develop an improved process for the approval and certification of vocational education instructors.
- G. Study and develop alternative funding systems for secondary programs for possible implementation in FY 1980.
- H. Assist the Human Potential Development consultant in working to promote sex fairness in Trade and Industrial Education by developing the items described under "Sex Fairness" in this narrative.
- I. Initiate procedures for developing new program standards.

**TRADE AND INDUSTRIAL EDUCATION PROGRAMS
AND ENROLLMENTS COMPARED***

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Secondary	46	5,526	55	7,224
Post-Sec.	30	2,517	28	1,317
Adult	49	3,917	NA	NA

* Information supplied by Office of Public Instruction.
NA = Not Available.

SACVE Comments on FY 79 Trade and Industrial Education.

- a. Twenty-nine of the programs were evaluated through the team evaluation process constituting 16% of the presently funded programs. Consultant reviews were also made at 15 other programs during the year.*
- b. This goal was accomplished. All projects for FY 81 will be reviewed in compliance with the new guidelines.*
- c. This goal was completed in part. Several subject field areas were completed while others remain to be finalized in subsequent years.*
- d. This goal was partially accomplished. While emphasis was placed on more actively involved local clubs, additional work needs to be done to accomplish this goal.*
- e. Although regional meetings were not conducted the past year, the plan is to reestablish them in FY 80. Input was solicited from local instructors and planning has taken place to design relevant inservice training for postsecondary instructors.*
- f. This goal has been accomplished at the vocational education office level and now awaits adoption by the certification services division of the Office of Public Instruction.*
- g. A new secondary vocational education funding system was devised and presented to the legislature. Unfortunately, changes made in the system by the legislature included a considerable reduction in the amount of funds provided. The system has been implemented for FY 80.*
- h. Success was noted in some cases as on-site visits provided opportunity to discuss with local officials the problem in this area and workshops were conducted to assist schools in working with the sex equality in vocational education. This is a slow and difficult process which needs continued emphasis.*
- i. The standards for secondary programs were developed during FY 79 and received final approval in December of 1979.*

The Trade and Industrial Education program area significantly accelerated the last year at the secondary school level, remained about the same at the postsecondary level, and according to available information was virtually eliminated at the adult level. In the male/female ratio of students little if any improvement was noted over the enrollments of the previous year.

Enrollment at the postsecondary level fell approximately 1,000 short of that planned. This may reflect budget constraints at that level and the reduction in the number of people demanding this type of training at this time.

A significant number of people were not provided training in the adult area as was planned. This again reflects financial limitations at the state level. However, some training at the adult level was carried out by local school districts without state or federal financial assistance. Technical assistance from the state vocational education staff was provided when possible.

6. Technical Education Goals.

(See T & I Goals)

TECHNICAL EDUCATION PROGRAMS AND ENROLLMENTS COMPARED*

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Secondary	0	0	0	0
Post-Sec.	12	354	3	109
Adult	0	0	0	0

* Information supplied by Office of Public Instruction.

NA = Not Available.

SACVE Comments on FY 79 Technical Education.

The goals and their accomplishments listed in the state plan were the same for Trade and Industry and Technical Education. Please refer to the proceeding pages on Trade and Industry.

7. Wage Earning Home Economics Goals.

- A. Encourage Wage Earning Home Economics Education teachers to work more closely with their local Employment Security Officers in developing programs that meet community employment needs as well as meeting student interests and needs.
- B. Provide information and inservice training for teachers with wage earning classes at the secondary level to better understand the Manpower Concentrated Employment Training Program to implement better coordination from secondary to postsecondary occupational training.

- C. Work with vocational guidance counselors in both secondary and postsecondary schools to encourage the enrollment and participation of Indian students in Wage Earning Home Economics Education programs.
- D. Evaluate 20 percent of all Wage Earning Home Economics Education programs.
- E. Provide inservice training for Wage Earning Home Economics Education teachers who have special needs students enrolled in their programs.
- F. Initiate procedures for the development of new program standards.

WAGE EARNING HOME ECONOMICS PROGRAMS AND ENROLLMENTS COMPARED*

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Secondary	11	645	14	587
Post-Sec.	0	0	2	115
Adult	0	0	0	0

* Information supplied by Office of Public Instruction.

NA = Not Available.

SACVE Comments on FY 79 Wage Earning Home Economics.

- a. *No comment from the state office on progress or activity in this goal area.*
- b. *A one-week workshop for Wage Earning Home Economics Education teachers was conducted on Home Economics Related Occupations. An integral part of the workshop was examining and altering wage earning programs to meet community needs as well as student needs in Montana.*

Emphasis was given to the following wage earning occupation courses of study: Child Care Services, Food Services, HERO (Home Economics Related Occupations), and Clothing Services.

- c. *Working with vocational guidance counselors and home economics instructors to encourage Indian student participation in Wage Earning courses is a continual goal. No information was provided as to the extent of activities and success in this goal area.*
- d. *During FY 79 five (35.7%) approved Wage Earning home economics programs were formally evaluated.*

- e. *A concentrated, five-day inservice workshop on Mainstreaming Special Needs students was offered for home economics instructors. Home economics curriculum material was developed and disseminated to all wage earning instructors. The curriculum material is for use with students who qualify for programs covered by P. L. 94-142.*
- f. *Vocational program standards have been adopted and are being implemented.*

Wage Earning Home Economics Programs made a notable gain in the male/female makeup of the enrollment. Moving from an approximate 2 to 1 female dominated enrollment in the previous year the ratio has balanced out with a slight edge in favor of the male enrollment this year. This trend is to be commended and hopefully is an indication of steady progress in the effort to provide equal education opportunity in vocational education.

Although this area of vocational education had an increase of programs available to students, the planned enrollment was not attained. A promising effort, however, was the development of two new programs at the postsecondary level adding enrollment opportunities for 115 students. As in the case of most program areas this year no adult programs were planned or financially supported at the state level in wage earning home economics.

8. Consumer and Homemaking Education Goals.

- A. The state consumer and homemaking education consultants plan to work cooperatively with the special needs consultant in the planning for and conducting of a statewide workshop on program design in FY 79. This workshop will be supported through set-aside Handicapped Funds.
- B. A workshop on ways to update curriculum and resource materials will be conducted for fifteen Consumer and Homemaking Education teachers during FY 79. Participants will be instructed in the development of scope and sequence materials; will compile and print a booklet; and will develop an annotated bibliography to be distributed statewide. This project will be supported through Section 135 funds.
- C. Area inservice workshops for all Consumer and Homemaking Education teachers will be conducted during FY 79 with the support of Section 150 funds.
- D. Twenty percent of all reimbursed Consumer and Homemaking Education programs will be evaluated.
- E. Initiate procedures for the development of new program standards.

CONSUMER AND HOMEMAKING EDUCATION PROGRAMS AND ENROLLMENTS COMPARED*

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Secondary	99	12,149	99	13,669
Post-Sec.	0	0	0	0
Adult	0	0	0	0

* Information supplied by Office of Public Instruction.

SACVE Comments on FY 79 Consumer and Homemaking Education.

- a. A concentrated, five-day in-service workshop on Mainstreaming Special Needs students was offered for home economics instructors. Home Economics curriculum material was developed and disseminated to all home economics instructors. The curriculum material is for use with students who qualify for programs covered by P. L. 94-142. The workshop was apparently successful to the degree of curriculum material developed and disseminated. Another measure of success would be the number of instructors involved in the workshop.*
- b. During FY 79, fifteen Home Economics instructors developed a home economics Scope and Sequence Flow Chart for Vocational Home Economics. An annotated bibliography of resources for vocational home economics programs was also compiled. Both publications were distributed statewide.*
- c. Eight inservice workshops were offered to Consumer and Homemaking teachers. Various topics were addressed including: Program Planning Resources for Home Economics Education, News in Consumer Product Safety, Evaluative Techniques for Home Economics, and Energy Education in the Home Economics Curriculum.*
- d. During FY 79, 18 (18.4%) of all approved consumer and homemaking programs were formally evaluated.*
- e. Vocational program standards for home economics have been adopted and are being implemented.*

The goals set for the number of programs and enrollments in Consumer Homemaking were met and exceeded. All 99 planned programs were implemented and enrollments in the programs exceeded that planned by approximately 1,500. The male/female ratio of the enrollment has been reduced from a better than 1 to 5 difference in previous years to approximately a 1 to 1.5 difference reported last year. Again this is a commendable

degree of progress. It is also noted that various course offerings in this program field are being made available to students rather than just the traditional comprehensive homemaking being provided. The offerings include: textiles and clothing, consumer management, food and nutrition, and family relations to name a few.

It is noteworthy that this program area neither plans nor offers any programs at the postsecondary or adult level.

Section B. Services and Activities

1. Human Potential Development Goals.

The Human Potential Component of the Vocational Education division has been assigned the responsibility of assisting the development of sex fairness in vocational education. Following are the goals of that component as stated in the FY 79 State Plan and comments relative to the success of achieving those goals.

- A. Create awareness of activities attempting to reduce sex bias.
- B. Gather, analyze, and disseminate data on status of male and female students and vocational education employees.
- C. Develop and support actions to correct problems.
- D. Review distribution of grants and contracts.
- E. Review all vocational education programs for sex-bias.
- F. Monitor implementation of laws prohibiting sex-bias in hiring, firing, and promotion.
- G. Assist local educational agencies in improving vocational education opportunities for women.
- H. Make information under this section available to Board of Public Education, the Montana Advisory Council for Vocational Education, National Advisory Council for Vocational Education, Status of Women Advisory Council, U. S. Commissioner of Education, and other interested individuals.
- I. Review self-evaluations required by Title IX.
- J. Review and submit recommendations prior to submission of FY 80 Annual Plan for Vocational Education to U. S. Commissioner of Education.
- K. A summer Sex Equity Institute will be developed to train selected administrators, guidance counselors, and teachers.

SACVE Comments on FY 79 Human Potential Development.

- a. Joint cooperative efforts of the Human Potential Consultants, Montana Vocational Association, and the Montana Advisory Council for Vocational Education developed and aired television and radio spots and mailed out brochures emphasizing vo-ed opportunities for all. Other activities included news releases and workshops to promote the program.*
- b. Status was established through data collected and generally indicated minimal positive change in enrollment changes.*
- c. Criteria was developed for sex-equity requirements and was included in all local education agency applications. Also, evaluation visits included the need to consider sex-equity requirements in vocational education.*
- d. Grant requests were reviewed prior to the approval of any federal funds for vocational education.*
- e. The sex equity consultant participated in several of the on-site evaluation visits during the year.*
- f. Conferences and workshops were conducted to assist in developing correct procedures in hiring and promoting employees.*
- g. Nearly 600 people were assisted through various workshops and training sessions in improving vocational education opportunities for women. Also, mini-grants of \$1,000 each were awarded to 10 successful applicants for projects to reduce sex bias and stereotyping in vocational education.*
- h. As indicated in previous comments many different groups and audiences were provided information including those at the local, state, and federal level.*
- i. Title IX evaluations were made during 10 on-site evaluation visits.*
- j. The sex-equity consultant served as a member of the state planning committee responsible for development of the State Plan for administration of vocational education.*
- k. The institute was held as a three-day workshop on the campus at Northern Montana College.*

Although in several of the program areas there was indication of little progress in reducing the unbalance of male/female enrollments there are exceptions. The traditionally female dominated programs of home economics

and business office education have made significant progress in increasing male enrollment. The same case, however, cannot be made for most of the traditionally male dominated programs.

2. Disadvantaged and Handicapped Goals.

- A. Special Disadvantaged Funds will be used to fund two projects each year in which disadvantaged youth in areas of high dropout rates and/or high unemployment rates may acquire entry-level employment skills.
- B. During FY 79 an effort will be made to identify all individual disadvantaged students throughout the state.
- C. Technical assistance will be provided by the Special Needs Consultant in the development of assessment programs in local districts to determine vocational education needs of disadvantaged students.
- D. A cooperative arrangement has been agreed upon between the Special Education Department of the Office of Public Instruction and the Department of Vocational and Occupational Education whereby Special Education will provide state matching funds to support vocational education programs for handicapped or disadvantage students. Programs to support the "mainstreaming" concept will be written and implemented during FY 79.

SACVE Comments on FY 79 Services for Disadvantaged and Handicapped.

- a. The goal was exceeded in that three projects for disadvantaged youth involving five schools were implemented.*
- b. The goal was met in part as an awareness of the need and the availability of vocational education for those with special needs was developed. The total count of disadvantaged student population was not determined.*
- c. Three school districts were provided technical assistance by the special needs consultant to determine the vocational education needs of disadvantaged students.*
- d. A project called "Project Prime" was the result of cooperative efforts of the Departments of Special Education and Vocational Education. The project assisted seven educational and child care agencies in four counties surrounding Helena.*

DISADVANTAGED AND HANDICAPPED PROGRAMS AND ENROLLMENTS COMPARED*

	Planned FY 1979		Actual FY 1979	
	Programs	Enrollments	Programs	Enrollments
Special Disadvantaged				
Secondary	2	205	3	394
Post-Sec.	0	0	0	0
Adult	0	0	0	0
Disadvantaged Set Aside Funds				
Secondary	7	480	11	579
Post-Sec.	0	0	3	197
Adult	0	0	1	240
Handicapped				
Secondary	8	296	6	290
Post-Sec.	0	0	1	0
Adult	5	605	1	190

Program Improvement and Supportive Services (Section 130)

Handicapped

Secondary	1	22
Post-Sec.	1	8
Adult	0	0

Disadvantaged

Secondary	0	0
Post-Sec.	1	125
Adult	0	0

* Information supplied by Office of Public Instruction.

Disadvantaged programs and enrollments met or exceeded the planned efforts for the past year. Enrollments were significantly over those planned for the disadvantaged. This is very encouraging to see the development in this area considering some of the legal constraints imposed upon the use of the federal funds for the disadvantaged.

However, programs seeking to meet the needs of the handicapped have not been as successful the past year. The area of programs and enrollment for adult handicapped show that less than a third of the programs and enrollment planned were achieved.

3. Project VIEW Goals.

- A. A VIEW inservice training program will be offered to all participating schools during FY 79.
- B. Non-participating schools will be encouraged to develop VIEW programs to enable their students to increase their awareness of career opportunities.

SACVE Comments on FY 79 Project VIEW.

- a. The goal to provide inservice training was in part met by providing week long workshops in which 137 career education teachers and counselors were assisted by the VIEW consultant.*
- b. Non-participating schools were assisted by personal contacts, telephone, mail, and presentations on the VIEW program to prospective groups and articles in widely distributed publications. Twelve additional schools participated in the program.*
- c. Cooperative efforts have been undertaken with SOICC to supply VIEW information in hard copy to accomodate those users without microfiche readers.*
- d. A VIEW deck of apprenticeable occupations is in the process of being developed through a cooperative effort of the consultant and the State Apprenticeship Bureau.*

PART II

EVALUATION OF MONTANA VOCATIONAL EDUCATION

The state vocational education division continued their planned evaluation outlined in the Five Year State Plan. This included three separate evaluation procedures carried out during the year. One was informal, consisting of state vocational consultant visits of programs, brief notations regarding the visit, and any suggestions or recommendations provided. Another evaluation was done through a standard instrument developed by the state vocational office and submitted to all schools with approved vocational programs. It is a self-evaluation instrument which is to be completed by the school — one copy submitted to the state office and one retained by the school for their use in program improvement. The third evaluation activity, more formal and much more extensive, is a planned on-site evaluation utilizing several outside consultants as well as state vocational staff. On some occasions, this procedure is done in cooperation with the Northwest Accrediting Association. This appears to be a successful cooperative activity with mutual benefits to all concerned. The State Advisory Council for Vocational Education participated in the on-site evaluation team as a third party monitor and specifically addressed the local advisory committee activity. The Council used a brief questionnaire to address the local committee activity in an effort to accumulate a standard base of data regarding the committees.

During the past year 18 secondary schools representing 83 separate vocational education programs were evaluated through the on-site evaluations.

In late 1979, four of the five postsecondary centers in the state were evaluated by the Northwest Accrediting Association for accreditation purposes. This evaluation will be utilized by the state vocational education office for their purposes of assisting the centers. The reports will be made available to the Council upon completion.

SACVE Comments on the FY 79 State Evaluation System

The self-evaluation system is in the second year of operation. It is our understanding that the self-evaluation is not mandatory and less than 100 percent of them are returned to the state office although the percentage of

return is increasing. For those at the local level who participate in the self-evaluation, there is potential opportunity to measure their programs against the standards that are indicated in the self-evaluation. An increased number of responses, on the part of the local schools, would benefit the planning process both from the local and state level.

The state has a well developed, though some times duplicative, set of evaluation forms from which a standard evaluation procedure is secured. The process is well explained to the participating school, and the evaluation is carried out in a professional manner.

The evaluation considers the use of federal funds in the appropriate manner as established by law, rules, and regulations. Also, course content, facilities, use of local advisory committees, and student organization activities related to the different fields of vocational education are evaluated. The process is being conducted on a planned schedule to allow the state to cover each program during the required five year period.

To assist the State Advisory Council in preparing its participating members, it would be helpful to have the schedule of evaluations distributed at least sixty days before the beginning of the evaluations.

The actual use of the evaluation in follow-up procedures such as: state planning, program funding, program strengthening and/or expansion, is undoubtedly being conducted to some degree. Further efforts in this procedure will be a valuable asset.

The evaluation procedure would be enhanced if it also included a consideration of student enrollment reduction at the secondary level and its present and potential impact for vocational education. Also, consideration should be given to the comparison of Montana job training needs with local and statewide program offerings both now and in the future.

The evaluation monitoring procedure utilized by the State Advisory Council has been well received by the state vocational education staff and local schools. The Council would be remiss in not mentioning the courtesies extended to the Council by the state staff and the schools.

PART III

DISTRIBUTION OF VOCATIONAL EDUCATION FUNDS

A specific responsibility of the State Advisory Council for Vocational Education is to assess the projected and actual expenditure of funds for vocational education in Montana. The data relating to the funding is shown below.

FY 79 FUNDS

Category	Federal	State	**Local	Total
Subpart II, Instructional Programs, 80% of Basic Grant				
Planned	1,689,458	6,923,989	5,955,778	14,569,225
Actual	984,140	6,769,438	NA	7,753,688
Subpart III, Support Services, 20% of Basic Grant				
Planned	422,364	625,307	30,093	1,077,764
Actual	140,047	625,396	NA	765,354
Subpart IV, Special Programs for Disadvantaged				
Planned	78,334	0	0	78,334
Actual	77,076	0	0	77,076
Subpart V, Consumer Homemaking				
Planned	160,559	0	1,589,478	1,750,037
Actual	51,919	0	NA	51,919
Totals				
Planned	2,350,715	7,549,296	7,575,349	17,475,360
Actual	1,253,182	7,394,855	0	8,648,037

** Local effort is not readily available at this time because the FY 1979 regular secondary level project formula has not been finalized and there are still several outstanding projects. Data provided by O.P.I. 1/10/80.

The data regarding local financial contribution to the vocational education programs for FY 79 is not yet available. It is a safe assumption to make, however, that the contribution will exceed the \$6,182,052 investment by the local education agencies during FY 78.

The major section of funding, Subpart II, includes funding of most of the programs conducted at the local level. The federal funds under this subpart were in the most part directed toward support of the postsecondary center system. Less than \$65,000 of federal funds was anticipated to be expended at the regular secondary level programs. Other areas to be supported by Subpart II federal funds include: handicapped and disadvantaged programs, sex bias, state administration, and displaced homemakers. In fiscal year 1979, the majority of the state funds, by law, were directed to the postsecondary level. Legislative action in early 1979 was taken to adjust the situation to some extent. Results of the effectiveness of this action will not be available until some time late in 1980.

Subpart III, federal funding, is directed toward assistance to programs for the disadvantaged, handicapped, guidance services, teacher training, and for support of state administration for vocational education. The actual expenditure of federal funds were considerably below that planned (33%). State funds for this subpart were expended as planned. Again, the local funds are not available.

Subpart IV deals with special programs for the disadvantaged and only federal funds were planned for this category. Nearly 100% of the federal funds planned for were expended.

Consumer and homemaking programs are supported in Subpart V. Both federal and local funds were planned for this area but no state funds. Federal funds actually expended to date were only (32%) of that planned. Local expenditures are not available at this time.

As the footnote of the funding table indicates, when FY 79 financial accounts with some school districts are finalized there will be additional expenditure of federal funds and a tabulation of the local education agency expenditures will be available. Until that time, it is not possible to accurately assess this element of the state plan.

PART IV

VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING

The five year plan for vocational education addresses the proposed efforts of the several agencies concerned with vocational education and employment training. The Council has reviewed the proposals and has the following comments.

1. The process of involving more agencies in planning and conducting programs has been expanded to include agreements of participation and certification of 14 agencies, official, and program operators.
2. The Governor's Employment and Training Council has representation from both the State Advisory Council and the state office for vocational education as well as many other participating agencies.
3. The State Planning Committee includes the active participation of all categories required under Section 107 of P. L. 94-482. At times, the committee appears to be overly large in number to effectively carry out its responsibility.
4. The Montana State Occupational Information Coordinating Committee has during the past year attempted to formalize the planned activities as agreed upon by the four participating agencies — the Job Service, Rehabilitation Services, State Office for Vocational Education, and the Governor's Council for Employment Training.
5. Although cooperative efforts by the four above agencies were strained because of disagreement over uses of some federal funds, this problem seems to be resolved and working relationships are improved from a year ago.
6. Montana has, through the CETA program, developed and begun utilizing local advisory boards for better coordination from the local up through the state level.
7. Special education and the vocational education components of the state education office have cooperatively sought to sponsor and/or encourage development of cooperative programs for the special needs students.
8. The sex-equity consultant from the state education office has been particularly active among many agencies and groups encouraging pro-

gram consideration of the non-traditional vocational education opportunities for students.

9. The process of reviewing state plans of the several related agencies under the CETA program at a joint meeting is to be commended. The Council supports the annual meeting called for that purpose.
10. The State Advisory Council for Vocational Education suggests that each year one meeting be held jointly between the Council and the Governor's Employment and Training Council to more specifically address mutual interests and concerns regarding employment needs and training.
11. The monthly data report "Montana Employment and Labor Force", by the Department of Labor and Industries is a welcome tool. Statewide employment by industry, although valuable in the total review, would be of greater value to the local and state education offices, if a system of cross-identification was established. This should include current employment and job demands relating to specific jobs, as defined by the six digit Office of Education codes. This could be a project that may be carried out by SOICC through the four cooperative agencies sponsoring the State Occupational Information Coordinating Committee in Montana.
12. We suggest the Governor's Employment Training Council call at least one meeting each year for a thorough review of employment needs and current opportunities in the state. Ways in which the participating agencies can cooperate in meeting these needs and opportunities should be considered.

The employment training needs projected in the FY 79 Plan follow.

VOCATIONAL EDUCATION AND EMPLOYMENT* TRAINING NEEDS

	Current Employment	Projected Needs	Projected Vo-Ed Supply	Projected Other Supply	Total Supply	FY 79** % of Needs Being Met
Agri. Educ.	36,300	1,240	544	130	674	49%
Dist. Educ.	34,360	2,502	371	137	508	18%
Health	10,270	1,055	439	286	725	62%
Wage Earning						
Home Econ.	6,360	510	475	25	500	88%
Office Occup.	27,230	2,640	1,701	703	2,404	82%
Tech. Educ.	305	15	73	14	87	522%
Trades & Ind.	44,750	2,040	1,006	8	1,014	45%
Grand Total	159,575	10,002	4,609	1,302	5,912	53%

* State Plan FY 79, Table III, page 60

** This percentage is based on the assumption that 90% of those in the total supply column were actually successful in job placement

PART V

GOVERNOR'S EMPLOYMENT AND TRAINING COUNCIL

The State Advisory Council for Vocational Education is mandated to comment annually on reports of the Governor's Employment and Training Council under the Comprehensive and Training Act. This review provides opportunity for various agencies to become better informed of the activity as well as the needs of others as they strive to carry out their functions.

The initial review of the FY 78 report indicates a report considerably improved over that of FY 77. The Training Council is to be commended for the noted improvement of the report.

The section dealing with statistical data for the FY 78 program is summarized in the following chart.

PARTICIPANT STATISTICS

FISCAL YEAR 1978*

Programs	Total Enrolled	Completed Training	Entered Employment	Placement Rate
Job Training Programs	3,636	3,070	1,447	47%
Public Service Employment Programs	6,341	4,720	1,581	34%
Youth Programs	4,726	3,993	238*	N/A
Concentrated Employment Program	1,144	941	570	61%
Total	15,847	12,724	3,836	41%

* GETC Report to the Governor

The fiscal year for CETA runs from October 1 through September 30 of the following calendar year. During FY 78 15,847 Montanans participated in CETA programs with CETA contributing \$27,848,912 to Montana's economy through the training program. According to the report, there were enough resources to serve only about 10% of those eligible for CETA in Montana.

The following chart indicates the investment in each of the several CETA programs during the FY 78.

TOTAL PROGRAMMATIC EXPENDITURES*

FISCAL YEAR 1978

Title	Program	Total Expended
I	Job Training Programs	\$ 5,366,154
II, VI, VI A	Public Service Employment Programs	18,782,762
III	Youth Employment Programs	3,255,481
III	STIP	97,101
III	HIRE	65,414
I	CEP	282,000
TOTAL		\$27,848,912

* GETC Report to the Governor

During FY 1978 the on-the-job training programs under Title I of CETA showed significant increase in the number of clients served in the categories of: Women, Minorities, Youth, Offenders, and Handicapped. One area which declined in numbers served was Vietnam Era Veterans possibly indicating that the size of this particular segment of our population available and eligible for CETA programs is diminishing. Other areas with fewer participants included: Older Workers, Migrant/Seasonal Farm Workers, and Heads of Household. The Migrant/Seasonal Farm workers was the only program area that was significantly lower (80%) than the previous year. No comment is made in the report as to the reasons for this reduction.

Titles VI and VIA are intended to counteract cyclical or seasonal unemployment and Title II is designed to serve the structurally or terminally unemployed.

The total PSE program served 6,314 participants at a cost of \$18,782,762. A noticeable increase in service to minorities and the economically disadvantaged compared to FY 1977 is apparent. GETC and staff are to be commended for that gain.

Youth Employment Programs are conducted under Title III of CETA. There are several different youth programs identified by their specific purpose and funding under CETA. The complexity of youth programs causes difficulty for laymen to understand this particular CETA program.

Significant increases were made in the service to female participants in Title III youth programs over the past fiscal year showing an expansion of

nearly 900 to a total of 2,059 for FY 79. The percentage increase of minorities and handicapped served was also significant although number-wise the handicapped served were relatively few at 102.

Two special non-youth programs under Title III were inaugurated in attempting to meet (1) the specific job training needs of returning veterans, and (2) the needs of private industry for highly skilled employees. These two program areas are summarized in the following table.

Activity	Program Operator*	Total Expended
STIP	Employment Security Division	\$ 60,793
STIP	Great Falls School District 1	34,408
STIP	Office of Public Instruction	1,900
HIRE	Employment Security Division	65,414
Total		\$162,515

* GETC Report to the Governor FY 78.

Montana is one of only a very few states that have Concentrated Employment Programs (CEP) affiliated with CETA. There are two such programs in Montana, based in Helena and Butte. The report refers to these, but no details of the program are included.

The report also summarizes notable activities of GETC over the past year. Those significant to vocational education are: GETC's \$1,323,797 support of vocational education activity in the state during FY 78; active involvement by GETC in the on-going activities of the State Occupational Information Coordinating Committee; as well as development of a Management Information System to determine persons eligible for CETA programs; computerized follow-up of CETA participants; and increased commitment to the development and involvement of local area boards to advise the state Council.

Four recommendations made in the report significantly affect vocational education in the public school system. They are:

1. "Programs should be designed to meet employment and training needs particular to Montana."
2. "Consistent with the intent of the law, GETC, in concert with related agencies, should increase emphasis given to community-based planning and job development."
3. "GETC should work to increase use of the Adult Basic Education Opportunity Grants and to effect more standard requirements for Adult

Basic Education courses across the state. This would facilitate more consistent monitoring of CETA Adult Basic Education Programs in Montana."

4. "GETC should strengthen guidelines for creation of Public Service Employment jobs and selection of employers for these jobs. These guidelines should include geographic equity; equitable distribution of PSE jobs and projects among various types of organizations; placement rate; potential for creating new jobs; and national, state, and local priorities such as rural transportation and health, weatherization, energy conservation, and use of renewable resources and alternative energy."

SACVE Comments on the FY 78 GETC Report.

The Governor's Employment and Training Council is to be complimented on its report for FY 78 which is a significant improvement over the FY 77 report. Differing due dates for the GETC Report and the State Advisory Council Report create the problem of the Council reviewing a report which is almost a year old. It is important that future rewrites of CETA and/or Vo-Ed federal legislation consider this situation.

The recommendation of GETC to further involve local schools in CETA funded youth programs is very commendable. The Advisory Council for Vocational Education suggests this effort be given high priority in future plans of CETA.

As in years past, the Advisory Council for Vocational Education continues to support increased emphasis on vocational education for adults. We feel the GETC recommendation for increased cooperative effort with adult basic education programs has merit. The Advisory Council for Vocational Education encourages such cooperative efforts to maximize the resources to benefit individual adults and the economy of Montana.

Future reports of GETC could be enhanced, at least from the Advisory Council for Vocational Education's point of view, with the inclusion of detailed data from the CEP programs which are funded by CETA funds. The CEP programs in Montana are unique in the United States, and it would be of value to see the reports of their accomplishments.

Our final comment regarding the review of the GETC FY 78 report is to encourage a stronger working relationship of agencies mutually involved in providing vocational educational activities for youth and adults. Continued use and emphasis of the local advisory boards will aid in achieving this goal.

PART VI

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION RECOMENDATIONS FY 1979

1. The Council and Department of Vocational Education jointly pursue the possibility of requesting the U.S.O.E. for adjustment of report due dates to allow more adequate time to utilize the recent year end data; or,

if unsuccessful in accomplishing the above the Council reconsider the 1978 action and revert back to using the year previous data for the annual report.

Rationale

The Council has attempted to keep its annual report as current as possible in response to a request of the Department of Vocational Education in the fall of 1978. A data availability lag has created a problem of reporting for the Council. To alleviate this problem but maintain as current a reporting system as possible, the above is recommended.

2. Funding of vocational education at the postsecondary and secondary levels has recently been changed by the state legislature. The Council recommends the Department closely analyze the results of this change at the end of the FY 80 and again in FY 81.

Rationale

Past years' experience indicate that the present funding system providing for state and federal funds for vocational education will have a significant impact on the quality and quantity of vocational education in Montana. It is very important that the funding system be carefully monitored to determine the need. Secondary, postsecondary, and adult level vocational education programs are dependent upon the state and federal funding available.

3. The Council recommends continued effort on the part of the Department to strengthen the cooperation and coordination between Vocational Education, CETA, SOICC, private schools, apprenticeship councils, and others engaged in skill training.

Rationale

National, as well as statewide, efforts are being made to encourage as much cooperation and coordination as possible between the many different agencies and the public education system in carrying out vocational education in the state. Montana has made progress in this effort but much remains to be accomplished to maximize vocational education opportunity for all interested and eligible people. Working together, significant accomplishments can be achieved.

4. The Council recommends the Department continue to provide a leadership role in assisting local education agencies in developing active local advisory committees.

Rationale

The most recent federal legislation requires the Vocational Education Department to approve only those federally funded projects that have established local advisory councils on vocational education that are participating as defined in 104.112, 104.171(e), and 104.222(e)(3) of the federal rules and regulations. For many of the school systems participating in funded vocational education, the establishment and use of local advisory councils, as described, is a new experience. Cooperative efforts on the part of the Department, Council, and the local schools will be necessary to improve the use of local advisory councils on vocational education.

5. The Council recommends the continued efforts on the part of the Department to spearhead the development of a more viable job and employment demand reporting system.

Rationale

The Council is suggesting that joint efforts with the Employment Security Division and Employment and Training Division of the State Department of Labor and Industry, the Rehabilitative Services Division of the State Department of Social and Rehabilitative Services, and the Vocational Education Department encourage the carrying out of a statewide manpower needs assessment. This would establish more accurate employment needs of the state. This information is vitally needed for planning timely programs and adequate budgets.

6. The Council recommends the Department utilize the current restructuring of the State Plan for Vocational Education to establish the most appropriate goals for Vocational Education in Montana to include current and projected economic trends, student populations, the energy crisis, and employment rates.

Rationale

The state of Montana is facing several critical situations which have great impact on vocational education. The future economy of the nation and the state greatly affects the direction and substance of vocational education in the future. The number of potential students at the secondary, postsecondary, and adult levels is necessary for appropriate planning. Energy conservation and the high cost of energy must be seriously considered by vocational education. Both opportunities and serious challenges emanate from potentials of economic fluctuations, population changes, and the energy crisis.

PART VII

REVIEW OF THE FY 1978 COUNCIL RECOMMENDATIONS

The Montana Advisory Council for Vocational Education made several recommendations in the Ninth Annual Report in review of Fiscal Year 1978. The following is a summary of the Council recommendations, sole agency response to the recommendations, and the Council's comments pertaining to the response of the sole agency. (Due to 1979 legislative action, the sole agent for vocational education in the state is now the Office of Public Instruction replacing the Board of Public Education in this role.)

Recommendation #1

The State Advisory Council for Vocational Education recommends that the Board (sole agent) establish a data system which would provide the appropriate information for adequate planning and assessment of Montana's vocational education system.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs with the recommendation and has formulated the following plan:

- a. The Superintendent has established a Long Range Planning Committee composed of representatives of each department of the agency to develop a comprehensive data acquisition and management plan;*
- b. The 46th Montana Legislature has appropriated funds to the Office of Public Instruction for purchase of a high capacity mini-computer and peripheral hardware. Acquisition of this equipment will greatly enhance the office's data processing capabilities. Sufficient funds were not appropriated to purchase needed software packages, but the office is reviewing other possible funding sources for sufficient monies to purchase these items;*
- c. The Department of Vocational and Occupational Education during the next biennium has dedicated one full-time staff position for data acquisition and report development;*
- d. The office is currently developing a capacity building proposal to be submitted to the National Center for Education Statistics (NCES).*

The purpose of this grant, if funded, will be to increase the office data processing capabilities through a computerized data file system with report writing capabilities.

Council Comments:

The Office of Public Instruction as the state agency responsible for vocational education is to be commended on its extensive plan to provide for appropriate data for adequate program assessment and planning. The Council is aware that this task cannot be completely accomplished in one year and encourages the agency to continue its efforts in this area.

Recommendation #2

The State Advisory Council recommends that goals in the state plan for vocational education be clearly identified and stated in measurable terms.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs with the recommendation and has implemented the recommendation in the fiscal year 1980 state plan.

Council Comments:

The Council concurs that improvement is being made towards clarifying goals and assessing accomplishments in the FY 80 plan. The manner in which they are stated provides increased ease in assessment.

Recommendation #3

The Council recommends continued efforts be made by the Board (sole agent) to emphasize student enrollment in nontraditional vocational education programs.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs with the recommendation and has included additional goals and activities within the fiscal year 1980 state plan.

Council Comments:

The Council commends the additional goals included in the FY 80 state plan. We encourage further efforts in this area.

Recommendation #4

The Council recommends that the Board (sole agent) place strong emphasis on accurate and up-to-date student placement and follow-up systems.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs with the recommendation and has begun development of a postsecondary follow-up system which will fully meet the Vocational Education Data System (VEDs) requirements. Full implementation of this system is scheduled for spring, 1981. The development of a secondary follow-up system will be taken under advisement.

Council Comments:

In the opinion of the Advisory Council, action has been initiated in implementing this recommendation. The state agency has begun development of the VEDs system relative to follow-up data on former students. The Council, however, encourages the agency to address the student placement part of the recommendation.

Recommendation #5

The Council recommends the Board (sole agent) continue to request increased funding from the Montana Legislature for secondary, postsecondary, and adult vocational education programs.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs in this recommendation, but will submit only such requests to the Legislature as can be documented and justified.

Council Comments:

In the opinion of the Council, this recommendation was partially met. A budget request amounting to a 268% increase over the last biennium was submitted. Vocational education funding, however, received only a 8.7% increase in the final legislative action. This increase was to provide a status quo program at the postsecondary level and to meet "excess costs" at the secondary level. Continued efforts to convince the legislature of the importance of a viable vocational education program is necessary to provide for additional funds to meet the program needs of the state.

Recommendation #6

Recognizing the value of student organizations, which are directly associated with the vocational education programs, the Council recommends the Board (sole agent) continue to support these organizations.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs in this recommendation; however, current budgeting constraints will necessitate review of state office support to youth groups. A plan is currently under development and will be operationalized during fiscal year 1980.

Council Comments:

Although the agency concurs with the recommendation, it appears to the Council that the financial constraints of the newly adopted budget in early 1979 will at best allow this recommendation to be only partially fulfilled.

Recommendation #7

The Council recommends that the Board (sole agent) reemphasize the use of the value of local advisory committees as required by P. L. 94-482.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs with the Advisory Council in the value of local advisory committees. Improved utilization of local advisory committees has been and is an ongoing goal of the office.

Council Comments:

Federal regulations require active local advisory committees for acceptance and use of federal funds. The value of local advisory committees goes beyond compliance for federal funding. They can assist in providing vital information for program establishment, employment needs, and stimulate student interest. The Council agrees with the state agency that the development of local advisory committees is an ongoing responsibility of both the Office of Public Instruction and the State Advisory Council.

Recommendation #8

The Council recommends the Board (sole agent) continue the development of the statewide evaluation system. The evaluation system should include both process and product assessment utilizing quantitative and objective performance measures and considering cost-effectiveness and cost-benefit.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs with the recommendation, but current budgeting and staffing constraints preclude major modification of the existing evaluation system. Increased emphasis will, however, be placed on meeting state plan evaluation goals during fiscal year 1980.

Council Comments:

The Council's opinion is that this recommendation is being given some consideration. Minor modifications have been made in the evaluation instrument used by the state. The five year plan of evaluation is pursued at a fairly up-to-date pace. Plans of the office include a thorough revision of the present process. The Council encourages this action.

Recommendations #9

The Council recommends the Board (sole agent) seriously consider the present status of adult vocational education programs and seek a means to reinstate a support for them.

Response of the State Agency for Vocational Education: The Office of Public Instruction concurs with the recommendation, but the legislative appropriation of funds currently precludes reinstatement of adult funded programs for the current biennium.

Council Comments:

This recommendation, although addressed by the state office, needs renewed attention during FY's 80 and 81 to solicit stronger financial support at the next legislative session to provide more adult vocational education opportunities. Also, encouragement on the part of the state agency should be made to local school districts to use the 1 mill local levy available to the district for adult education.

Recommendation #10

The Council recommends that the Board (sole agent) in its responsibility for the vocational education participation in CETA, suggest to the governor that the state director of vocational education sit as an officially appointed member of the Governor's Manpower Planning Council in representation of the Board (sole agent).

Response of the State Agency for Vocational Education: The Office of Public Instruction will take the recommendation under advisement.

Council Comments:

This recommendation is receiving attention of the state agency and is likely to be completed in the near future.

PART VIII

SUMMARY OF THE 1979 PUBLIC MEETINGS

The Montana Advisory Council for Vocational Education conducted several public meetings in November and December of 1978 to provide opportunity for the public to provide input on vocational education.

The Council selected legislation for governance of vocational education as the major topic of the meetings. Other topics were considered as they were brought to the attention of the meeting.

Nine meetings were conducted in all major geographic areas of the state. The executive director and representative members of the Council attended and conducted the meetings.

Invitation by personal letter was issued to over 120 people determined to be key members of their community. The news media of each community was provided news releases well in advance of each meeting. Total attendance at the nine meetings was in excess of 250 in spite of severe winter weather conditions at four of the meetings sites. The meetings were conducted in Billings, Butte, Glasgow, Glendive, Great Falls, Havre, Helena, Kalispell, and Missoula.

The Council presented two draft proposals of a legislative interim committee and a draft proposal by the Council. Following comment, both pro and con, the Council modified their proposal. During the ensuing legislative session, new legislation was passed that was similar in some respects, but markedly different in others, to the three previously mentioned proposals.

Aside from the major topic of discussion at the meeting, other points of interest and value brought to the attention of the Council were:

- a. Concern for adequate funding for secondary and postsecondary vocational education and in particular, secondary vocational education.
- b. Concern over relationship of postsecondary vocational education as to meeting needs of students from distant and rural communities.
- c. Lack of information on the role and functions of postsecondary vocational education in the state.
- d. Lack of clear understanding by the local community of the role and functions of advisory committees at both state and local level.

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